

George Mason University
College of Education and Human Development
Elementary Education

EDUC 301 004- 21922 Educating Diverse and Exceptional Learners
3 Credits, Spring 2019
Thursday 4:30 – 7:10 p.m. Thompson Hall L003 Fairfax Campus

Faculty

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Prerequisites/Corequisites None.

University Catalog Course Description

Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations. This class requires school-based field experience during course.

Course Delivery Method

This course will be delivered using a lecture format and discussion format with the potential option of a few virtual online sessions.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.
2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.
3. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.
4. Engage in critical and reflective discussions related to systemic-isms in education.
5. Create a safe, challenging and enriching environment for all students.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Required Texts

Ryan, K., Cooper, J. M., & Bolick, C. M. (2016). *Those Who Can, Teach* (14th ed.). Australia: Cengage Learning

Course Performance Evaluation

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date** (Blackboard). Late assignments will receive reduced credit.

Course Assignments:

1. Classroom Participation and Attendance Policy: Due to the importance of classroom presentations and classroom discussion to your total learning experience, attendance and participation are important. Readings must be completed before class. Attendance and participation (including Bb assignments) make up 10% of the grade. If you must miss a class, notify the instructor (preferably in advance), and you are still responsible for completing all assignments and readings for the next class. You are responsible for getting assignments in on time and catching up if you are absent. [Anyone missing more than two classes should see the instructor to discuss dropping the class.]

2. Written Assignments: All written assignments must be completed on a word processor. Assignments are to be turned in as **hard copy on the date due with the rubric attached**. If you are absent you need to make arrangements to get the assignment to the instructor. There is a late penalty of 20% for late assignments, unless arrangements have been made, at the discretion of the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

3. Oral Group Presentation: Students will be assigned to groups of no more than four students. Each group will select a chapter from the book, three additional research articles and a summary of information provided in the chapter to present to the class. Research cited in the presentation should reflect data based research on the topic presented. The oral presentation includes both a description of a topic and an interactive activity to enable the class to demonstrate what they learned from the presentation. The presentation should last 20 minutes (be mindful of the time limit) and should include use of **power point** to present information. The power point should be sent to the instructor at least two days prior to the class meeting so it can be posted on Bb. References for the presentation should be included on the last slide of the power point in APA format. (15 points)

Assignment #1 - Summary of a research study conducted to intervene on a problem for a group of students. Choose a **DATA-BASED** research article on a social issue of your choice, using the steps covered in the library presentation. Briefly describe the students participating in the study, the research question, how the data was gathered and the results. Reflect on how the results might impact you as a teacher. **Post on the Discussion Bd by midnight 9/27.** No hard copy required for this assignment. (15 points)

Assignment #2 - Interview someone that attended school in the U.S. in the 50's, 60's or 70's, then compare his/her experience to your own. Explore school rules, daily structure/organization, post graduation goals, other comparisons that maybe appropriate. **Hard copy required for this assignment.** (20 points)

Assignment #3 - Interview an immigrant student to explore the experience of beginning school in the U.S. How is school in the U.S. different from school in his/her home country? What are the challenges for going to school in the U.S.? What goals does the student have? How does the student's experience differ from your own? Reflect on how this comparison would impact you as a teacher. **Hard copy required for this assignment.** (20 points)

Assignment #4 Field Experience

Observe in a public school setting for a minimum of 10 hours. Make every effort to include an observation of a Professional Learning Community meeting and a Special Education or 504 meeting. Other observation hours can be in general education, special education, or English Learner classroom. Summarize your observation notes and draw three conclusions/implications for your own teaching. Follow the format provided in class. **Hard copy required for this assignment.** (20 points)

Field Experience must be requested by visiting <https://cehd.gmu.edu/teacher/internships-field-experience>. Stacy Wilson will assist students with arranging their field experience for EDUC 301. Students should submit their online field experience request form at <https://cehd.gmu.edu/epo/field-experience>. Stacy will open the online FERF a few

days prior to the beginning of the semester. She places students based on when they submit their request and the school availability.

When Stacy has a placement secured, she sends students background check information and then they are required to email her when they have completed the necessary steps. From there, she sends their confirmation with field experience location and contact information. Students are asked to get in touch with their school contact right away.

Observations need to be done within the last 4 weeks of class.

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. Use of computers/cell phones, etc. are limited in class to requests of the professor for learning purposes

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

- 1/24 Introductions
 What do you want to learn this semester?
 Why teach?
 Review of syllabus and textbook
 Read: Ch 2 and 3
- 1/31 What is school and what is it for?
 Describing today's students
 Choose chapters for group presentation
 Read Ch 4
- 2/7 Meet at Fenwick Library Room 1014A. Bring your own computer
 for Library Orientation with Anne Driscoll. Be prepared to explore
 data-based research on intervention for a social issue experienced
 by students today.
 Read Ch 5
- 2/14 Curriculum
 Group presentation Ch 5
 Bring a copy of the rubric for Assignment #1 to class.
- 2/21 **Out of Class Assignment**
Assignment #1 DUE-Summary of a research study conducted to intervene
 on a problem for a group of students. Post on Bb by midnight 9/27
 Read Ch 8
- 2/28 Legal and ethical issues in Education
 Group presentation Ch 8
 Read Ch 6 and 10
- 3/7 Presentation Dr. George Banks
 Minority Student Achievement
- 3/14 **Spring Break**
- 3/21 **Out of Class Assignment #2**
 Interview someone that attended school in the U.S. in the 50's, 60's or
 70's, then compare his/her experience to your own.
 Read Ch 11
- 3/28 Structure of schools
 Group presentation Ch 11
Assignment #2 DUE Interview and comparison
 Read Ch 7
- 4/4 Technology and education
 Group presentation Ch 7
 Read Ch 13

- 4/11 Careers in Education
Group presentation Ch 13
Read Ch 14
- 4/18 Teaching in the Real World
Group presentation Ch 14
Read Ch 15
Assignment #3 DUE- Interview of an immigrant student
- 4/25 Discuss Ch 15 What is a professional?
Assignment #4 DUE Field Experience Observation and Reflection.
Evaluations
- 5/2 Return projects
Final thoughts

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>

EDUC 301 Rubric Group Presentation

Names of presenters:

___/4 Three scholarly references in APA format cited in presentation and on last slide

___/4 Summary of information presented in the textbook

___/4 Interactive activity that demonstrates application in the classroom

___/3 Use of **PowerPoint** to make presentation

Total: ___/15 points

Comments:

EDUC 301 Rubric Assignment #1 Research Article Summary

Name:

___/5 Research article is data-based and examines a current social issue for students

___/5 Summary of article includes target population, methodology and results

___/5 Reflection on how results might impact you as a teacher.

Total points ___/15

Comments

EDUC 301 Rubric Assignment #2 Interview from 50's, 60's or 70's

Name:

___/9 Interview questions and summary of responses from student

___/9 How was that school experience different from your own?

___/2 Paper is at least five pages in length, APA format

Total: /20

EDUC 301 Rubric Assignment #3 Interview of Immigrant Student

Name:

___/6 Interview questions and summary of responses from student

___/6 How does the student's experience differ from your own?

___/6 How will this information impact you as a teacher?

___/2 Paper is at least five pages in length, APA format

Total: /20

EDUC 301 Assignment #4 Rubric Field Work Observation

Name:

Make objective, measurable observations of:

Classroom environment to include room arrangement, materials, schedule,
rules/expectations 5 points

Teacher to Student interactions to include short quotes of interactions, body
language, facial expressions, movement in the classroom 5 points

Brief description of content and teaching strategies used 5 points

Three conclusions/implications for your own teaching 5 points

Total points (___/20)

Comments